

Agenda:

1 starter question

2 targets

3 scenarios

4 wrap up notes

Is this really my job?



- ✓ ...engaged and aware **citizens** of an increasingly complex world
- ✓ ...strive to **ignite** the minds, spirits and hearts of our communities through excellence in teaching and learning

To accomplish these ambitious goals –
your classroom needs to be students'
learning zone

The students' view?

- This is a **foreign land...**
- The customs are different than ours at home
- But we do want to be successful here
- We rely on you to set structures to help us learn
- Many (most?) of us learn differently than you do...

Manage... what?



attention



interaction

CPA







And check **Tesch, Coelho, Drozdenko** (2011)

- H1: Overall, external distracters will have more potency than distracters that are self-produced by the student.
- H2: Internal distracters that are associated with the physiological state of the student (e.g., sleepiness, illness) will be more potent than distracters that are more passive or routine (e.g., clothing, drinking.)
- H3: External distracters that disrupt the flow of information from instructor to student (e.g., other students talking in class, other noises) will be more potent than distracters that do not directly disrupt this flow of information (e.g., clothing of other students, silent activities of other students.)
- H4: Different groups of students (e.g., gender, academic level, academic performance) are likely to have different patterns of attention and perception in the classroom, therefore they are likely to be differentially affected by external and internal distracters.



✓ rudebusters.com

In your classroom you set
the rules of engagement

Neil Williams'

Rules of Engagement

4 categories

- Academic Integrity
 - How students will handle academic responsibilities, including papers and test-taking
- Respect for the students
 - How students will treat one another inside the classroom
- Respect for the professor
 - How students will conduct themselves inside the classroom
- Campus interaction
 - General social etiquette on a college campus

Using teachable moments

- Civility moments – yes, it's a diversion from content into classroom behavior
- **But don't** pass them up!
- And humor can make a moment memorable:
 - “Although it's probably true that one of the functions of school is mate selection, don't consider class time as an opportunity to meet new friends and/or lovers.”

Teach the ‘language of disagreement’

- ✓ Argument & disagreement can be beautiful
- ✓ Many students must be taught the language of civil disagreement & argument
 - Acknowledging others’ views
 - Addressing the issue, not the person
 - Try the I, you, they “drift” exercise

Scenarios --

3 scenarios

Purple & Gold “speed dating” format

Themes in discussion?

Work to decrease anonymity

- ✓ Students exhibit **screen socialization** behaviors in class

“I can see the screen, but it does not see me...”

- ✓ In-class reminders

Name names!

Microphone has control impact

Move about

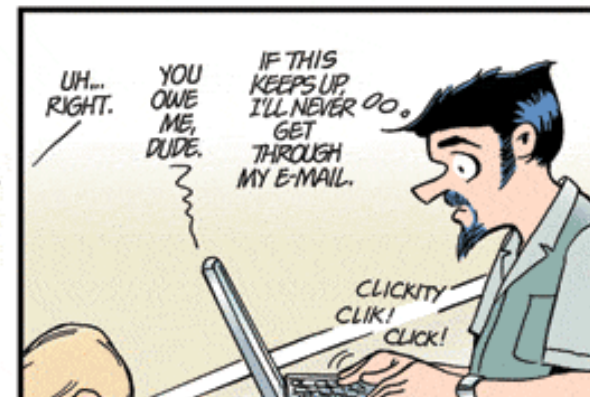
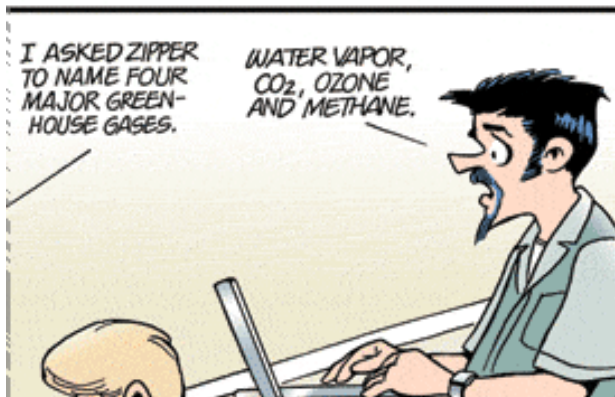
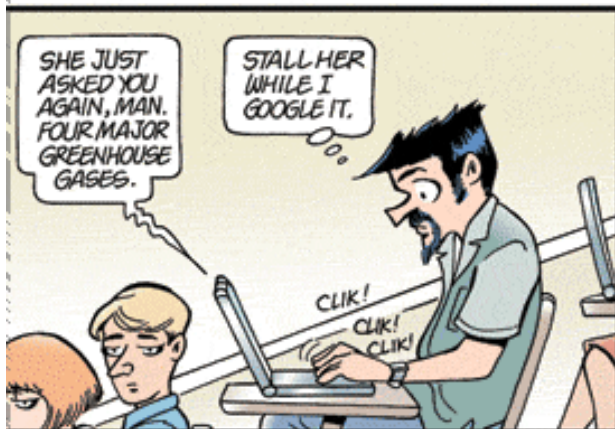
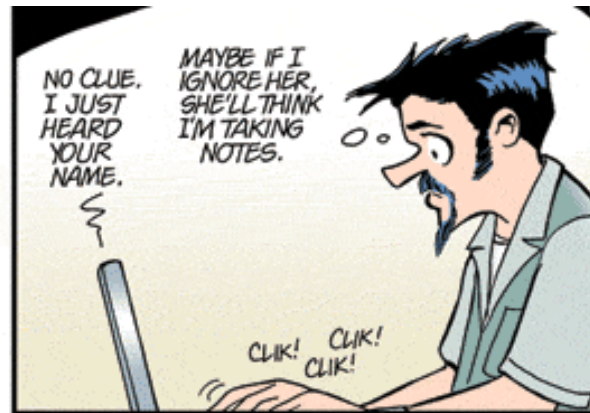
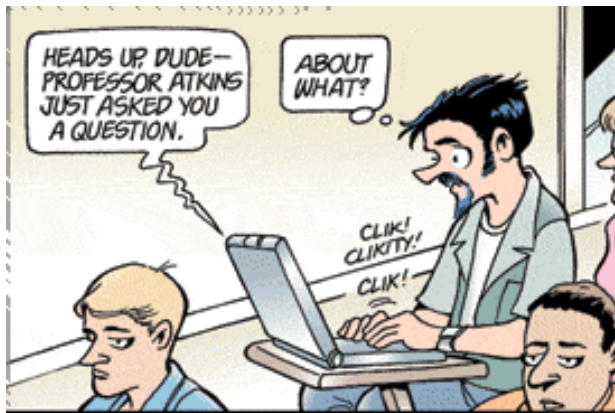
Work with brain activity cycles & kinesthetic needs

Eye contact

Wrap up – with 4Ms

- Manage **staging** & distractions
- Make students **class managers**
- Model genuine **love of learning**
 - Be enthusiastic about your truly fascinating material
 - Have a great question at the ready
- Maintain high **standards** of respect & openness

Extra slides



Additional

- <http://www.psychologicalscience.org/observer/getArticle.cfm?id=2429>
- http://www.wlu.ca/page.php?grp_id=333&p=11096
- <http://teaching.ucsc.edu/tips/tips-civility.html>
- Youtube talking slides from NIU (solid but kind of boring)
 - <http://www.youtube.com/watch?v=nSyFyKK0ly8>
- Rutgers Project Civility Youtube (interesting)
<http://www.youtube.com/watch?v=Llz6xDNhjdc&feature=related>